

The Process of Personalization and Factors Shaping Sexual Identity in Adolescence

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Abstract:

Adolescence is a crucial period for self-actualization, rooted in a sense of identity and ongoing interactions with oneself and others. This sense plays a pivotal role in regulating behavior and defining sexual identity as an essential element of personality. Thus, sexual identity is shaped by self-formation that is significantly contingent on societal recognition of individual as a sexual identity. This connection to identity occurs through the process of personalization, which contributes to the formation of a foundational structure by conforming to norms and stereotypical roles. Additionally, self-assertion through confrontation and resistance to normative expectations (identity crisis) solidifies sexual identity and its affirmation within the individual's societal context. This study aims to elucidate the extent to which the personalization process influences the formation of sexual identity during adolescence. To this end, a case study methodology, employing clinical interviews and the Thematic Apperception Test (TAT), was adopted. The study revealed that personalization is a significant factor in shaping sexual identity, as evidenced by the TAT results, which were influenced by the triangular framework. This framework aims to conceptualize the self as indicative of constructing a specific identity under the influence of personalization.

Key words: Personalization, gender identity, adolescence.

Introduction

The term "identity" is often associated with adolescence, as both of them are interrelated, thus giving a diversity of individual structures distinctiveness to the roles through which the individual positions himself and determines his place in society. This is done by forming a narcissistic foundation that integrates identifications, which in turn foster a sense of identity and continuity, according to Blos (Kestenberg, 1999, p. 87)1.

This formation coincides with the norms of society and the educational frameworks adopted for the upbringing of adolescents, influenced by the social environment to which they belong and are subject. Thus, identity acquisition shifts from the family, based on personal data (such as name, gender,

surname, and family affiliation), to the school environment, and conforming to stereotypical roles (gender roles) in society. This builds a life project that includes personal independence, determine the functional role it represents, and accordingly social status and positioning by leaving one's own mark as an active agent in society.

One of the most important studies addressing identity and self-actualization is the study of (Tap 1989, p. 89)² on adolescent personalization and the social changes that influence it. This study defines the integration of roles and their transformations with a specific psychosocial nature, reflecting the behavioral response of the individual and society, which can either threaten or reinforce identity. The concept of self-influences the organization of perception, the assimilation of experiences, and the determination of behavior, according to Beemer (Zahran, 2005, p 437)³. This concept evolved and is reorganized with growth, which affects the ideal self-image during adolescence, which includes the body image linked to self-esteem and related to sexual and physical maturity (puberty).

This development continues into adulthood in terms of behavior and attitudes as a result of acquired experiences within social and cultural standards. According to Malinowski, de Benedict, de Kardiner, and de Lintin (Marcelli, 2013, p 15)⁴, the more complex the society, the longer and more conflictual adolescence is, and vice versa. However, there are studies, including the anthropologist Margaret Mead (1972), which indicate that some societies do not recognize adolescence, where the child moves directly into adulthood, as was the case in Arab societies before social change.

Therefore, adolescence, as a secondary stage in the process of differentiation and individuation, faces the challenge of confronting parental images and internal boundaries, where the formation of the adolescent's ego identity begins with the emergence of the crisis of self-search, according to Erikson (Erikson, 1972, p 455)⁵, and the solution to this crisis creates the ability to integrate. One of the demands of identity formation is adopting social roles within the process of personalization, which is represented in individual awareness of himself as a unit (Tap, 1989, p 82)⁶. This is in relation to the complex issue of sexual identity, which is formed as a result of the interaction of biological, social, cultural, and psychological factors that are determined by identification processes and the resolution of the Oedipus complex through the adoption of heterosexuality (Ismaili, Mohand, 2016, p 28)⁷.

So, through this research paper, we focused on the issue of sexual identity in adolescents, starting from the process of personalization and the extent to which it is influenced by the activation and adoption of primary models in incorporation of values and social norms. What is the role played by personalization in shaping sexual identity in adolescents?

For this reason, we relied on the hypothesis that personalization is an important factor in the formation of gender identity. We supported this with a secondary hypothesis: the acquisition of sexual roles, which represent sexual identity, is formed through the process of personalization.

The primary objective of this study is to highlight the significance of a healthy sexual identity formation. This emphasis prompted by increasing prevalence over deviations and disorders related to homosexuality and gender transitions, which have become a growing concern. Therefore, our research has focused on the crucial role of the personalization process in shaping child's foundational

personality of the child and its subsequent influence on the development of a gender identity that aligns with their biological makeup.

Given the specific nature and sensitivity of the topic, we decided to adopt the clinical approach, as it is the most appropriate method. This approach allows a deep understanding of the psychological phenomenon and gaining insight into the psychological functioning of the personality. In this research, we used the case study method, which enables us to delve deeper into the psychological history of the case.

1. Adolescence:

Adolescence is a transitional stage between childhood and adulthood, typically occurring between the ages of 12-13 and 18-20. However, this age range is not a strict standard as it varies according to social norms and cultures. It is also defined as a "psychological process linked to societal harmony", marking a transition period that separates childhood from adulthood, with puberty being its center, according to (Delto 1989, p 17)8.

The word adolescence is derived from the Latin word *adolescere*, which means "to grow," as (Marcelli .2013, p 14) 9 points out, and it refers to a transitional phase (*passage*). According to E. Kestenberg, the adolescent is a child and an adult at the same time, but in reality, they are neither; it is a dual movement away from childhood in search of a stable adult position. This phase is marked by various contradictions and changes, as it represents a period of transformation where the adolescent begins to worry about themselves, manifesting this anxiety as self-awareness and the recognition of internal boundaries.

1.1 Adolescence as a Process or a Crisis:

The debate about whether adolescence is a process or a crisis has attracted the attention of many researchers. This debate is situated within the specificity of societal construction. Societies experiencing war, economic crises, or difficult circumstances, tend to have adolescents who are in conflict and marked by hardship. On the other hand, societies in more stable state are characterized by adolescents with more balanced psychological structure.

- **Adolescence as a Crisis:** This stage is marked by significant changes on the psychological, physiological, and social levels. The onset and the duration of this period vary depending on the adolescent's gender and cultural background. These changes occur at different paces and are characterized by the activation of sexual instincts or libido drives. According to H. Nagera, adolescence involves a struggle for development, as the reorganization of the psyche occurs with the onset of sexual maturity. This involves depressive confirmation as the adolescent prepares for the situation, which impacts their psychological apparatus through internal identifications and the idealization of new, unconscious experiences. Adolescence, therefore, requires a crisis of change and reorganization, marked by contradiction and conflict.

In other words, adolescence represents a crisis of originality and the desire for authenticity and positioning, occurring on two levels:

- **Individual Level:** It is characterized by self-assertion, harmony and the discovery of malleable ego. This translates into behavioral, linguistic and belief-related rigidity and investment.
- **Social Level:** Adolescents express opposition to adults and the value systems that conflict with their independence. This often leads to rebellion against the social order to affirm their identity, according to M. Debesse (Marcelli, 2013, p38-39)¹⁰. The forms of this opposition vary depending on age and gender.

From ages 14 to 16, adolescence is characterized by a state of bewilderment. From 16 to 17, it is marked by a strong assertion of self. At age 18, it is characterized by judgment and is marked by ambiguity and calmness. According to (Kestemberg .1999, p 87)¹¹, adolescence is a stormy phase where growth occurs rapidly, leading the adolescent to question their existence, which affects their psychological life. This struggle to create balance and assert oneself results in a crisis due to emotional experiences and the formation of beliefs and attitudes towards oneself and the environment.

Adolescence as a Grieving Process: According to the psychological, physiological, and libidinal changes, a significant inner psychological dynamism, related to the experience of separation from influential figures in childhood, that is to say, the first relational models for emotional satisfaction, by withdrawing libidinal investment in an external object. This dynamism creates grieving process because in adolescence, nothing is stable. According to Freud (Marcelli, 2013, p 18)¹², the ego fights against the loss of the object on two levels: first, the loss of the primary object creates a process of differentiation; second, the loss of the Oedipal object provokes feelings of contradiction, liberation from parental authority, and independence.

Adolescence as a Process of Identity Formation: The primary function of adolescence, according to (Laufer .1970, p 4)¹³, is to construct a definitive gender identity system, as the concept of identity is related to narcissistic influences through the types of initial relationships that construct primary narcissism (Braconnier, 2009, p 55)¹⁴ through emotional satisfaction from primary objects as a narcissistic basis for initial self-acceptance, including the integration of the final body image, including mature genitalia and new updated identifications regarding the Oedipal situation. Adolescence reconstructs the final identifications and representations that align with the ego and personal identity, transforming identifications and representations into complex and coherent visions to build a final sexual identity for the adolescent, allowing them to reproduce and regenerate as part of a new natural cycle.

1-2-Adolescence and Identification:

The origin of identification is linked to the characteristics of the ego and the depressive state that involves the abandonment of primary objects during adolescence as a grieving phase, which enables the internalization of old objects and maintaining them as relational meanings (love) rather than sexual, which relates to new external objects. It is seen as a restructuring period for personality outside the family framework and a reorganization and rebuilding of the ego, which is under the control and influences of puberty, integrating biological maturity within the libidinal push in the relational system (Kestemberg, 1999, p 87)¹⁵. In adolescence, the sexual character of childhood identifications is eliminated, resolving the Oedipal conflict, and it provokes the relational situation regarding identity

in the face of body image, thus necessitating the reconstruction of new identifications and their integration into a gendered body image due to the changes of puberty and the acquisition of gender identity as a man or woman based on secondary narcissistic investment in the opposite sex.

However, the activation of the narcissistic Oedipal basis during adolescence plays an important role in identity formation. After discovering gender differentiation in childhood, the triadic relationship between the father/mother/child begins, leading to the desire to remove the same-sex parent and attachment to the opposite-sex parent. Then, under the pressure of castration anxiety, the child identifies with the same-sex parent (the father) and internalizes the paternal authority in the language of the father (the formation of the superego), according to Freud's model of negative and positive Oedipus. Identification arises through functional interaction within the sexual duality through which sexual identity is constructed.

1-3-Adolescence and the Body:

Puberty has a profound effect, especially on both tangible and symbolic level, as the body changes in a diverse and total manner. The body image is disturbed by influences from all domains; however, these bodily transformations result in changes and effects on the psychological structure in terms of communicative and relational frameworks, characterized by emotional contradictions typical of this phase. This emotional influence works on re-identifying the body with its reproductive character to assimilate and internalize the new image that supports self-esteem and reaches the completeness of the image as a gendered entity with a final gender identity (Coslin, 2010, pp. 38-39)¹⁶. The adolescent's relationship with their body is governed by several standards:

- **The body as a spatial standard:** The adolescent enters this phase with a sense of unfamiliarity, as it involves a new standard different from childhood. According to (Marcelli 2013, p. 17)¹⁷, adolescents face bodily transformations against a backdrop and reference framework provided by their environment to comprehend their own bodies.
- **The body as a symbolic representation:** the adolescent's perception of the body is shaped by interactions with others, particularly primary objects (beloved, hated, rival, or unfamiliar figure) since the body for the adolescent is a symbolic means of expressing internal conflicts.
- **The body and narcissism:** This is manifested in the high self-investment and the body's capacity for narcissistic mental engagement at this age, reflecting the realization of parental projections of grandeur onto the adolescent.
- **The body and the sense of identity:** The feeling of strangeness regarding their body (outside the pathological framework) in a healthy state manifests through the undeniable misalignment due to facing various bodily changes that may integrate negatively and rapidly (Male, 2013, p. 18)¹⁸.

The adolescent's relationship with their body plays a crucial role in shaping and organizing personality, particularly in restructuring identifications and achieving identity since alienation and negative symptoms in structural formation are expressed through body language as a means of expressing the conflicts they experience. Through the identification context, the child can feel their gender and determine their sexual identity by introducing the father's image and integrating their

authority through their psychological structure as the first core for the formation of the superego during adolescence and final identity determination.

- **The Role of the Ideal Ego in Adolescence:** Identity formation occurs according to narcissistic reference and the construction of a record of identifications that play an important role in the formation and coherence of the ideal ego's position during adolescence, emerging from liberation from the negative Oedipal situation (homosexuality) in early adolescence, with its function being to establish and affirm sexual identity supported by narcissistic backing S. Lebovici (Marcelli, 2013, p. 20)19. The struggle between the superego and the ideal ego is a key conflict in adolescence because the ideal ego has roots in primary narcissism and the self-modeling in childhood and grows through the removal of the childish sense due to the non-conflictual dual sexuality of the child.
- **Adolescence and Sexual Differentiation:** The awareness of differences between the sexes leads to the formation of identity from early childhood. In addition to recognizing sexual differences and differentiation, each is directed toward their designated space, referred to as gender roles, to acquire a sexual role and belong to a specific gender, qualifying them to establish healthy heterosexual relationships.

2. Sexual Identity:

It should be noted that sex (sexe) as a term refers to the biological anatomy of an individual (as male or female) in terms of the physiological characteristics of the reproductive organs and their differences. Gender (genre) is a term that refers to the social and cultural classification of masculinity and femininity, as one behaves as a boy or girl, as a man or woman (Benny, 2016, p. 401)20.

Thus, sexual identity is the symbolic and actual construction of the psychological structure of sexual identity that develops during psychosexual growth from early childhood. It is defined by interaction and coordination with anatomical sex and gives the individual a sense of belonging to a specific gender. It is acquired through the gender role that distinguishes male or female behavior.

2.1 Criteria for Building Sexual Identity:

Sexual identity begins during the early childhood stages (2-3 years) when sexual differentiation among children starts based on the characteristics of the reproductive organs and differentiating between them as boys or girls through recognizing the differences between the mother and father, initiating the phase of identification and attraction to the same-sex parent within a homosexual relationship.

With the onset of puberty and physiological and psychological transformations, there is a resurgence of urges associated with sexual maturation and an increase in libidinal pressure without external stimulation or a sexual target, meaning a stage of undifferentiating and not directing these urges toward the forbidden objects formed during the Oedipal phase based on parental images, where the psychological apparatus is threatened at this stage.

In adolescence, the discovery of the opposite sex and the awakening of the Oedipus complex activates the identificatory records by rejecting the primary objects and replacing narcissistic love with

objective love, meaning withdrawing the libidinal investment from the nurturing mother and investing in the other object through the search for the ideal self-image. This narcissism enables the coherence of the psychological apparatus and its connection.

This self-concept creates its continuity; however, secondary narcissistic development as a stage of detachment and separation from primary objects is accompanied by a depressive state according to Melanie Klein, characterized by restructuring the internal structure of the ego that integrates with the internal system (Emmanuelle, 2009, p 27)²¹, allowing for the acquisition of the sexual role to which one belongs and occupying the appropriate position for one's gender and the social roles assigned to that gender based on its classification (male or female).

Thus, the changes of puberty are reinforced by cultural influences and environmental awareness as a pivotal contributor to the integration of psychosexual growth stages (Alleon & Morvan, 1990, p 14)²².

The goal of sexual gratification leads to sexual differentiation (male and female), and sexual life takes its final form after liberation from the childish character (with the specification of the object and sexual goal). The classification for both sexes takes its own course, where differences for each are determined. Male growth is regular, while females undergo repression but rid themselves of childish masculinity.

2.2 Self-Image:

The construction of identity is based on body image, which integrates from the identificatory register since self-development is enhanced through interaction with primary objects as a symbolic foundation of core personality and integrating self-image to build internal contents within the framework of differentiation between the self and the other, creating a positive self-perception that allows one to feel continuity as a single, complete unit according to Erikson. The internal cohesion reflected by self-image as a tool ensures the growth of the physical ego and a model for self-esteem is what enables the construction of a more independent self-perception, based on restoring psychological balance with narcissistic weight for the psychological apparatus and its relationship to the object as an essential element for building the relational system (Tap, 1985, p. 05)²³.

2.3 Formation of Sexual Identity:

Physiological development completely determines the transition from one stage to another through the nature of sexual investment - independent development but less clear. It broadly defines the quality of relationships and their use in sexual dimensions through emotional and sexual attachment, then attention to reproductive or actual nature (Rogers, 2009, p 21)²⁴. This formation occurs through axes:

- **First Axis:** Total affirmation of sexuality, i.e. as a sexed being seeking the opposite sex to determine its value.
- **Second Axis:** Seeking to affirm internal experiences by examining desire, sexual arousal, and the form in which it appears.

- **Third Axis:** Characterized by sexual exploration as a sexed being with chosen peers (Larvey, 2004, p 25)25.

Through these axes, the belief in internalizing identity is created as being recognized by the other (the girl through her mother - the boy through his father). This search confirms the desire for sexual communication as a realistic desire for intimacy. According to familial references and the specific characteristics of each parent, as well as the internal events that create the historical fabric of the relationship between the child and parents (transformational experiences), it can give a different shape to the individual's history and understanding of the unique challenges to surpass integrated solutions.

Therefore, identity is formed by integrating into the environment to which one belongs, and on the other hand, by perceiving the roles that await them, in addition to resolving accumulations and previous experiences. Identity begins in childhood, growing and developing with the passage through crises and developmental difficulties that obstruct the search for self, all aimed at building a life project.

2.4 Identity and Sexual Role:

Identity relies on two aspects:

- **First Aspect:** The subjective aspect, through the formation of beliefs and moral values, which distinguishes the individual from others.
- **Second Aspect:** The social aspect, through social role identity, which is the image that society forms of the person.

Therefore, identity is not formed except through the awareness of role (Benny, 2016, p 401)26, as it generally relies on the self's definition of its identity, enabling it to establish social relationships and engage in experiences that allow it to enjoy cognitive competence, thus acquiring social status through the role it represents. This role coincides with sexual maturation, representing the completion of body development, becoming an encoded system for categorization, each according to the specificity of their sexes and engaging within a defined sexual identity.

3. The Process of Personalization and Dynamics of Identity:

The process of identity (identisation) is considered one of the personalization processes as it comprises a set of processes through which a person is formed. It involves cognitive-emotional mechanisms aimed at modifying and balancing the internal structural link, and continuity within situations and stakes (between the self and the other) (Sorder, 2002, p 160)27, which can create for the individual an imbalance and an unstable state of self-image that generates an identity crisis if the coping mechanisms are negative and inadequate.

In the case of alignment, it ensures the integration of personal identity as a process of succession, complexity, and a sequence of historical organizational times related to the person's existence.

What distinguishes personalization as a process that includes the construction of sexual and self-identity is the distinction and resistance against impotence, conflict, and dependency by registering

in a dual relationship with others within an interactive system and communicating by owning social roles.

3.1 How the Individual Personalizes:

Personalization relates to coping strategies to affirm oneself through adaptation and acting on that basis, across a time horizon and trajectory that bears the distinctive traits of the person and meaning (sense) that gives to their actions, namely:

- The value concerning cultural and social references through which the individual realizes themselves by engaging or withdrawing.
- The search for meaning indicating their existence related to their personal history to assert control over the self and the other.
- The quest for independence by shedding childhood dependency through stabilization, distinction, or divergence and surpassing dependency situations.
- Achieving the self by unifying the ego within a life organization program (building positions) to support identity with interactive continuity.

3.2 Personalization and Sexual Role:

Personalization is defined by the relationship from self to self, i.e., from the individual relationship to the other relationships within interactive processes, continuing through the identifications of sexual roles, through sexual identity and integrating self-image within a diverse relational system to acquire social status by identification with a category to affirm sexual identity through roles and perceptions formed by enculturation (Tap, 1982, p 89-90)²⁸, which enhances self-esteem and internal cohesion through integration and cohesion within the environment to which one belongs (peer group) by positioning and identification to surpass the centrism on self as a structure dependent on parental authority to an independent structure with an effective liberated being (as male or female) possessing its systems and beliefs, expressed by conforming to normative roles that grant it sexual identity, thus acquiring new and significant relational possibilities concerning self-formation by determining the objective or project through acquiring the sexual role that enables them to assert their identity as a man or woman.

4. Conclusion:

Psychological study relies on scientific methods "as a set of organized processes aimed at achieving a specific goal at a concrete level, as a way of organizing and planning in relation to the subject of research or study," according to Lagache (1949) (Pedielli & Fernandez, 2020, p 64)²⁹. In this research, we relied on the clinical method and case study approach, which allows us to delve deeper into the psychological history of the case.

Research Tools:

In our research, we relied on two tools to understand the research process and gather data:

- **Semi-structured clinical interview:** This method allows for a free approach to elicit as much information as possible using broad instructions as a tool for free association to reach the psychological employment of individual history.

Through the interview, we explored the psychological, social, relational, and cultural aspects of the case, considering that the subject of research pertains to the relational process that involves

Second - Thematic Apperception Test (TAT):

The TAT is one of the most widely used and popular projective tools, providing a broad scope for translating dynamic behavioral and psychological phenomena. The test involves presenting 14 out of 31 cards, to which the individual responds by projecting their inclinations and conflicts, stimulated by the psychological and dynamic nature of the situational imagery. (Si Moussi, Ben Khalifa, 2010, p. 17)30.

In analyzing the protocol, we focused on using the 2001 network (Shentoub, 2003, p. 59)31.

Research Group:

In our study, we focused on a single case, emphasizing that the subject is a male adolescent attending school. This focus allowed us to study gender identity and observe the influence of personalization processes on the construction of this identity.

Presentation and Discussion of Research Results:

Case Study:

The subject is 18 years old, single, and in his third year of high school. He comes from a family of seven members, including the father, mother, and two younger sisters. He is the eldest sibling. The father is employed and works far from home (in the south), while the mother is a housewife. The case has a positive relationship with his father, marked by good communication with a protective dynamic without excess. His relationship with his mother is friendly, with excellent communication. She takes an interest in his education but does not pressure him about academic results. Both parents monitor his choice of friends (entry and exit times from the home) without being strict about his clothing choices, given that the son is not rebellious by nature.

The relationship with his two sisters is good, with the case taking care of them in the father's absence and representing him at home. His romantic life is not active, though he is involved in a relationship of admiration. His circle of friends is small, but he has a strong influence on them. However, he experienced disappointment with his school friends in the previous year, as they did not take studying seriously, leading to his academic failure. This had a significant negative impact on him, as all of his friends succeeded while he did not.

Results of the Thematic Apperception Test (TAT):

The TAT results revealed that the case's projective output was varied, with all contexts present. There was a strong presence of inhibition and avoidance contexts, which narrowed the scope of fantasies

and suppressed impulsive drives, as reflected in pauses during speech and a tendency to avoid identifying individuals involved in unresolved conflicts.

Practical contexts were present but with less frequency, relying on everyday reality to ease the intensity of conflicts as a means of adapting to reality. Narcissistic traits emerged as a defense mechanism, filling emotional voids and allowing withdrawal from relational conflicts to mitigate anxiety over loss and abandonment.

The motor traits, characterized by dependency, served to mask separation anxiety by relying on the external world as a means of control and accepting loss. There was also the presence of absurd contexts, where the case's imaginative capacities externalized conflicts in relationships, sometimes manifesting in contradictory actions or emotional responses that reflect the investment in relationships. The hysterical elements of the test responses appeared to suppress sexual desire while promoting the emergence of internal conflicts, reflecting psychological flexibility and vitality by activating emotions and directing them outward.

Supervisory contexts were moderately present, with relational references predominating. These references were based on spatial and temporal identification, as well as cultural and literary sources, used as outlets for internal and external conflicts. This allowed for the control of impulsive drives. Obsessive-compulsive tendencies required psychological care, reflected in verbal restraint and emotional isolation, emphasizing an internalized coping mechanism that confronted desires and rationalized them.

Finally, weak primary contexts appeared as fragile defenses against instinctual conflicts, particularly regarding aggressive oedipal themes. These themes manifested in fragmented and aggressive emotional and perceptual expressions, characterized by a sense of sensory overwhelm.

The protocol's readability was good, reflecting a variety of contexts. Additionally, the clinical interview showed positive interaction from the subject, despite moments of shyness and silence. The case's normal childhood experience and acceptance of physical maturation helped him effectively integrate a self-image and shape his identity (Chabert, 1998, p.7)³².

Discussion of Hypotheses:

The case demonstrated healthy psychological functioning during adolescence. The results of the TAT suggested that the case accepted the physical changes of adolescence and successfully integrated a self-image that allowed for the effective formation of identity, specifically sexual identity. This process was influenced by the historical reference of the family structure, particularly the relationship with the father and internalization of paternal authority. These findings indicate normal development.

The second card revealed stable identity formation through a process of real differentiation and awareness of individuals (dyadic conflict) (Shentoub & Debray, 1998, p58)³³, in addition to the issue of object loss, supported by an aggressive framework.

The third card revived a depressive situation, involving the adolescent's grieving process and separation from objects to find external support, which confirms the identity-building process. The

lack of stability in identification related to forbidden elements, as recorded in the internal oedipal conflict, signals the formation of identity.

This instability in identification offers an opportunity for modifying identifications and building a suitable identity to achieve personal harmony with the socio-cultural environment. Reworking and rebuilding past conflicts that threaten identity and identification suggests the restructuring of personality and identity organization.

The seventh and eighth cards, emphasizing aggressive and libidinal feelings toward the father, reflect the positive oedipal complex and incorporation of the father into the oedipal framework, provoked by castration anxiety and aggressive instincts.

The 11th and 19th cards translate the quality of identity formation, highlighting healthy psychological functioning through the stimulation of pre-anal regressive movements and maternal fantasies related to identity construction and coherence. The 19th card allows for the formation of boundaries (inside and outside) and projection of positive and negative content, reflecting flexible contexts and investment in relationships that shape mental organization.

The supervision process reflects an investment in reality, internalized as a reference for the personalization process (values, standards, cultural references). The weak productivity of primary processes indicates strong perception of objects, explaining the cohesion and construction of identity. And Investment in boundaries serves as a reference that forms self-identity and distinguishes it from the other, within the formation of sexual identity. This occurs by acquiring a gender role influenced by the process of individuation, within the context of uniqueness and independence in adolescence. This supports the second hypothesis posed, that the acquisition of the gender role representing sexual identity is formed through the process of individuation.

Conclusion:

The process of personalization does not occur spontaneously but rather as a result of the adolescent's interaction within a social environment characterized by its unique culture, values, and norms. This process involves internalization of these norms, transforming the adolescent from a passive being into an active, productive individual with a unique identity. Adolescence is particularly significant period characterized by a restructuring of the ego's internal framework, which is capable of narcissistic investment through the bodily image to assert the self within the surrounding environment. This facilitated by the influence of personalization process on the affirmation of gender identity during adolescence.

This stage involves internal strategies for constructing the subject, such as positioning oneself within a social system and establishing relationships with others through both conflict and harmony depending on the socio-cultural models and systems.

Therefore, it is essential to provide appropriate psychological development for a child's gender and to integrate them into a relational system that is consistent with their gender, especially during the early years (personality formation).

Additionally, emotional support enables the child to build a positive body image of themselves, starting with the construction of internal objects that nourish narcissistic self-love.

Furthermore, we must not overlook the importance of assigning a gender role to the child, which plays a crucial role in defining and stabilizing sexual identity as a specific marker of the individual.

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